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ABSTRACT

A plan was developed and implemented for the removal of 20,877 filmstrips from the central Audiovisual Library of the Dallas Texas Independent School District and their equitable dissemination into individual school media centers within the district. Precipitated by a continuing decline in the annual filmstrip circulation within a six year period, the procedures incorporated in the decentralization plan answered the question of what to do with media that are impractical to circulate from a central library in terms of economics and utilization. The project was financed by an existing budget and carried out by existing personnel. A general outline of the plan is included for use in future considerations of reassigning inappropriately housed media. Appendices contain statistical data on filmstrip circulation and equipment, decentralization expenditures, school media center responses, and several forms utilized during the procedure. (Author/MBR)

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Implementing a System to Permanently Disseminate Infrequently Used Circulating Media from a District Instructional Materials Center

by Melvin E. Reedy

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Introductory Practicum
Dallas III Cluster
Submitted: January 19, 1978

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Descriptors: *Audiovisual Aids; *Audiovisual Center; Educational Resources; Film Libraries; *Filmstrips; Instructional Media; *Media Selection; Resource Centers

ABSTRACT: The purpose of this practicum was to develop and implement a plan to remove 20,877 filmstrips from the central Audiovisual Library of the Dallas (Texas) Independent School District and equitably disseminate them into school media centers. The decentralization plan was precipitated by a continued decline in the annual filmstrip circulation over a six year period. The procedures incorporated successfully answered the question of "what do we do with media that are impractical to circulate from a central library in terms of economics and utilization." The project was financed within an existing budget and carried out by existing personnel. All filmstrips were disseminated within the projected time frame to schools desirous of participating in the project. Upon completion of the project, a general decentralization plan outline was developed for use in future considerations to reassign media that may be inappropriately housed and circulated.

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Implementing a System to Permanently Disseminate Infrequently Used Circulating Media from a District Instructional Materials Center

Introduction and Background

The Dallas Independent School District is the eighth largest urban school district in the nation with 179 schools serving approximately 141,000 students. The district is experiencing frequent organizational and operational changes, curriculum revitalization efforts, shifting majority-minority ratios, and an overall declining enrollment, all of which may have been precipitated by a major court-ordered desegregation plan.

The Dallas community has consistently supported the board's commitment to quality education by providing the necessary resources for qualified administrative, instructional and support personnel, along with the materials to sustain its many educational programs.

One such evidence of this support is the district's Audiovisual Library. It is the largest district-owned circulating media collection within the state. Most district-owned media centers have closed or have merged with Regional Media Centers due to either inadequate services, financial support or management practices. Local ownership gives us the flexibility to correlate our media resources with curricula modifications and retains the collection for exclusive use by our schools.

The Audiovisual Library was founded as a one-man operation in 1944. It has since expanded to include a staff of four professional and 24 support personnel. This author is the administrator of the library's functions. The collection of 40,000+ items is valued at 1.8 million dollars. The total circulating inventory is listed in Appendix A, page 25. The total circulation is approximately 200,000 items annually. The loss to circulation ratio is practically nil. The priority concerns

of the Library staff are to keep media in good usable condition and to get them to the school and teacher having requested them on time.

This practicum deals with a problem that may be experienced by any media center. The concern is "what to do with media that are impractical to circulate in terms of economics and utilization." This author will cite certain statistics in order to develop the nature of the problem and the rationale for its solution.

Audiovisual media may become a part of a central circulating collection if it appears that their cost would be too prohibitive to place them at the local school level or if it appears that, though they may be useful to the school faculty if placed at the school level, actual usage would be minimal and not sufficient enough to justify permanent assignment to the school's media collection. This rule is often altered to meet programmatic requirements, curriculum modifications or the district-wide distribution-retrieval system in terms of transport systems and storage.

In its early history, filmstrips were considered as the "most unlikely to succeed" of media formats for they lacked both sound and motion. The $7 per strip cost soon ran into thousands of dollars as large quantities necessary to support the curriculum were assembled. It was for these reasons that filmstrips were first recommended to become central circulating items rather than to place them at the campus level. As a result, the collection grew very rapidly. It peaked in both quantity and circulation in 1966.

It is normal for circulation of any collection to fluctuate over a given period of time. Appendix B, page 26, illustrates the basis for the problem that seriously began in 1970. Circulation fluctuated before 1970, but it began to rapidly decline at that time and decreased by 43 percent between 1970 and 1976.

By direct contrast, the combined Filmstrip Projector-Viewer Inventory, Appendix C, page 27, indicates that the filmstrip equipment inventory remained relatively constant during the years between 1966 and 1970. It then began to make a rapid increase and by 1976 had risen by 283 percent. There appeared to be a distinct inconsistency between filmstrip circulation and filmstrip equipment ownership. This not only created the problem for this practicum, but also contributed toward its solution.

The Filmstrip Ownership-Circulation Inventory, Appendix D, page 28, contains evidence that the filmstrip could no longer be considered "the most unlikely to succeed" form of media. The total number of filmstrips that the schools owned in 1976 exceeded the inventory of those being circulated to them. Inquiries and observations strongly indicated that filmstrips had become the most popular and versatile AV teaching aids, and teachers were insisting that they become a part of the local building's inventory. In order to accommodate these requests, the principal and building media coordinator were apportioning the school budget to include filmstrip purchases in order to localize their availability to teachers. A central collection serving 179 schools cannot make filmstrips available as often and for as long a period as teachers might desire.

The rapid rise in filmstrip projection and viewing equipment resulted from growing demands teachers were placing on their <u>own</u> collections. Filmstrips were being used to "individualize instruction," and no longer were they being considered too costly to assemble and maintain at the campus level.

Although this turnabout had been suspected, evidence made it clear that additional central purchases would only perpetuate the problem and

waste a part of the budget. Circulation of existing filmstrips was permitted to continue through 1976 for since it would take time for each school to build up any substantial inventory to support adequately its own program.

Identification of the Problem

The statistical data and rationale presented thus far are clear indicators that educators cannot foretell the future. Change is inevitable. The original decision to centralize filmstrips was reasonable and no doubt correct at the time. Educational as well as operational methodologies and needs change, and changes require new directions which will make the best use of previous experiences. All of the schools were moving in the direction of assembling their own filmstrip collections. The time had come for assistance to be provided in whatever way possible. Schools were spending portions of their annual budgets to build their own collections while the Audiovisual Library's was essentially decaying. The collection was originally valued at $140,947. However, due to the decline of circulation, its value was rapidly decreasing. The problem was accute. There was a distinct need to consider placing the filmstrips in schools which would use them before they became any less valuable. The 20,877 filmstrips would immediately keep some schools from making duplicate purchases and thereby reduce their expenditures.

The following points were considered in arriving at a decision to recommend a change: the circulating collection of filmstrips at the Audiovisual Library was growing old rapidly--a large investment had been made in their purchase--the cost to continue circulation for relatively low-cost items was disproportionately high--according to documented evidence, actual circulation was rapidly declining. This author

consulted with the director of Instructional Resources and the assistant superintendent of Instructional Services of the district and received approval to decentralize the filmstrip collection and place the filmstrips in the schools. The approval carried with it the requirement that the plan be implemented expeditiously and as equitably as possible.

The Objectives

(1) By the end of May, 1977, a plan to permanently decentralize the circulating filmstrip collection from the Audiovisual Library of the Dallas Independent School District will have been implemented and judged satisfactory as indicated by two-thirds or more "satisfactory" responses to statements 1, 2 and 3 on the Selection Follow-Up Questionnaire which will have been administered by that time.

(2) By June 3, 1977, dissemination of those filmstrips selected from the central collection to participating schools of the Dallas Independent School District with the balance of those unselected being released to the subject area directors for final disposition will have been completed. Successful accomplishment will be determined by a zero balance of the original 20,877 filmstrip inventory in the Audiovisual Library.

(3) By April 8, 1977, the filmstrip decentralization project will have been financed within existing budgetary allowances for regular filmstrip circulation. Success will be determined by total expenditures necessary to execute the plan being less than $1,000.

(4) By June 30, 1977, at least fifty percent of the original cost of the filmstrips distributed to participating schools will have been recovered and judged successful by first determining the dollar value estimate of each filmstrip disseminated and then extending that figure to cover all filmstrips disseminated as indicated from the responses to statement 5 of the Dissemination Follow-Up Questionnaire.

(5) By June 3, 1977, a differentially equitable distribution of requested filmstrips will have been completed to participating schools with at least two-thirds of the schools receiving more than the mean for each grade level group and judged satisfactory by a statistical review of the participating schools and the number of filmstrips that each received. Success will be indicated by at least two-thirds affirmative responses to statements 1 and 3 on the Dissemination Follow-Up Questionnaire which will have been administered by that time.

(6) By March 18, 1977, K-3 filmstrips will have been distributed to participating schools of the Dallas Independent School District. By May 19, 1977, 4-6 filmstrips will have been distributed to

participating schools of the Dallas Independent School District. By June 3, 1977, 7-8 and 9-12 filmstrips will have been distributed to participating schools of the Dallas Independent School District. All of this will be judged satisfactory if actual delivery is accomplished by these dates which are each thirty days beyond the due-date for each respective group of requisitions.

(7) By June 30, 1977, a general plan will have been developed for future implementation to decentralize any infrequently used circulating media from the Audiovisual Library into individual school media centers. This plan will be judged satisfactory in terms of adaptability and feasibility by a statement of approval by the director of Instructional Resources and the assistant superintendent of Instructional Services of the Dallas Independent School District.

Developing the Strategy

A review of the literature from the field of media technology provided only works concerning the selection and utilization of new audiovisual media. Neither partial or blanket reassignment of media from a central media center to the schools that it serves has been reported on as a subject topic. Personal inquiries to other media centers yielded only information on small scale removal of items for the typical reasons of either poor condition or obsolescence.

The decision to remove the filmstrips from the central collection and to place them in the schools was made because they were not being borrowed frequently enough to make continued circulation economically practical. Based upon the calculation of circulation (1975-76), Appendix B, page 26, divided by the inventory (1975-76), Appendix A, page 25, each filmstrip was circulated an average of 1.5 times each year. Essentially, each one was sitting on the shelves seven and one-half months each year. As the plan developed, an important consideration was to give those who were using the collection the most consideration during the selection and dissemination processes yet to keep the plan as equitable as possible to all schools of the District which wanted to participate in the decentralization process. Indiscriminate assignment

would not likely satisfy any school's need.

There was an obvious feeling of apprehension for a failure of these proportions would do very little to enhance the image of instructional resources. Also due to the fact that the project had to be performed by the existing staff, the plan seemed more manageable if executed in stages. An evaluation after each stage would permit the plan to be altered before the next stage. These would be called on-going corrective procedures. The motive would be to prevent similar problems from recurring or at least lessen their impact during the next successive stage.

So as to further augment control, existing natural district boundaries were given prime consideration. Every filmstrip possessed a "recommended" grade level description in the catalogues. In addition, the district's 179 schools were designated as either K-3, 4-6, 7-8, or 9-12 by grade level containment. The use of these two "natural boundaries" would be very beneficial in designing the plan and would reduce complications growing out of "distribution."

Although every effort was made to keep the collection in good repair during circulation, many filmstrips needed to be removed due to "over-repair" or excessive brittleness which accompanies old age. Many filmstrips contained antiquated material that would not gel with modern curriculum objectives. These needed to be removed. The filmstrips culled during this stage were to be designated as undesirable and were to be discarded so as to not lower the overall quality of those sent out.

The plan, though recommended to be expeditiously implemented, had to occur at a rate that could be worked into the regular daily schedule of

library employees for they still had to perform routine circulation duties for the materials remaining in general circulation. A stair-step plan, conforming to the grade level configuration of the schools, would allow the selection and dissemination processes to function, then stop, then repeat again during the next stage. The corrective procedures, previously mentioned, would be incorporated during the in-between periods and take effect during the next stage. The collection of data for the corrective procedures would provide evaluative data to be used to judge success.

Dissemination costs could easily add to the already growing problem of the economics of utilization/circulation. The plan would therefore have to be completed within the existing budget of $1,000 for circulation. The filmstrips, which were to be given to the schools, were cost-free to them. An important consideration, however, was that the original $140,947 cost was being reinvested in an entirely different set of circumstances, and the net worth would not remain the same as it had been on the central level. For this reason, their new value would be computed by the recipients in terms of "estimated worth." The building media coordinator would be asked to make the estimate even though it would be a guess. A recovery of fifty percent by estimated worth seemed like a reasonable goal. As such, an equal return was not expected although consideration would be given to the loss involved.

Since 179 school faculties would be involved, the plan had to take into consideration why certain ones might choose not to participate. An evaluation of this problem area would yield data to help reorganize the plan in an effort to prevent other schools from not participating during a successive stage. Schools that <u>did</u> respond could only be either

satisfied or dissatisfied with the filmstrips that they received from the distribution plan. Therefore, their evaluative responses could be limited to simple "satisfactory" or "unsatisfactory" statements.

There was a distinct possibility that all filmstrips would not be selected and therefore not be distributed. The plan had to include some final resting place if this became a reality. The filmstrips originally were recommended by subject area directors. For this reason, they were the best people to determine the final disposition of unselected filmstrips.

The principal, as the instructional leader of a school, is responsible for the guidance, inspiration and leadership of the school as it assumes the role of teaching children. In order to accomplish this task, he has designated the building media coordinator (formerly called the librarian) to develop a media program that will integrate printed, visual and audio format materials within the building and community into each identifiable area of the curriculum. With this assignment, the media coordinator would fall heir to coordinating the filmstrip selection for each campus. Although preliminary suggestions could be made by individual teachers, media coordinators would have to be responsible for the decisions as to priorities and the actual preparation of the requisitions. All communications would be directed through this person.

The Practicum Design

The flowchart, Appendix E, page 29, illustrates the significant stages of the decentralization plan. Stage one is the basic preparation for the overall operation. Stage two applies the plan to those schools containing grades K-3, followed by an assessment period. Stage three reapplies the modified plan to those schools containing grades 4-6,

again followed by an assessment period. Stage four reapplies the plan to those schools containing grades 7-8 and 9-12 and terminates the dissemination to schools with a final assessment of that activity. Stage five removes all unselected filmstrips from the collection and places them in the subject area Directors' hands for final disposition. It also includes the development of a general plan to implement in the future for a similar process if similar conditions reoccur. These phases all occurred during the 1976-1977 school year and terminated in June, 1977.

The Implementation Process

The 20,877 print filmstrip inventory was removed from circulation for the school year 1976-77. The 4,854 titles were surveyed by the materials facilitator who identified and flagged antiquated and academically outdated filmstrips. Five of the twelve circulation clerks worked from one to three hours daily inspecting all filmstrips not previously flagged for removal and performed one of the following three actions: (1) repaired any torn or sprocked filmstrip; (2) added leader to the head of any filmstrip with less than six inches of leader; or (3) pulled and discarded the unrepairable and those previously flagged as undesirable. The resultant weeded collection contained 4,463 titles and 19,520 prints.

The existing AV catalogue descriptions and grade level recommendations were then used to generate the "K-3" filmstrip availability list. That list, Appendix F, pages 30-59, contains six subject areas, 900 titles, and 6,564 prints. One hundred fifty copies of this list were reproduced by the Graphics Department at a cost of $127. This cost and all others encumbered for this practicum are reflected in Appendix G, page 60, "Expenditures."

The Filmstrip Decentralization Requisition, Appendix H, page 61,

was designed to meet the need for a last-time-delivery document. The green color made it readily separable from the regular audiovisual requisitions as seen in Appendix I, page 62. Fifteen thousand were printed and padded, 100 sheets to the pad at a cost of $190. Two copies of the requisition were requested for each page completed. One copy was returned with the order as it was filled indicating the filmstrips that were included, while the other copy was retained by the Audiovisual Library as an inventory reference of who got what. The principal was requested to sign the first page of those submitted so as to verify that he was aware of the order. The media coordinator was expected to coordinate and be responsible for assembling the order according to the instructions printed upon each requisition and on the Filmstrip Decentralization Instruction page, Appendix J, page 63.

A cover letter, Appendix K, page 64, was developed so as to introduce the decentralization plan to the K-3 principals and building media coordinators. 150 of the introductory letters and the instruction pages were printed at a cost of three cents each for a total of $9. So as to further expedite and make for uniform return of the requisitions, a 10" by 13" clasp envelope was pre-addressed and included in the packet to go to each K-3 school. This required an additional 150 envelopes but proved worth the effort because they were all reclaimable for reuse. The three hundred 10" by 13" envelopes were purchased at a cost of $5.40.

140 packets of K-3 materials consisting of the introductory letter instruction page, filmstrip list, pad of requisitions and a return envelope were assembled and distributed to the K-3 schools. These were sent out on January 3, 1977, with a requested return of January 28.

A checklist, Appendix L, page 65, was prepared during the interim. It also contained a space for each school to receive a "ranking" for requisition processing. The ranking was determined by relative comparisons to all K-3 schools with respect to the filmstrips that they owned and the number that they had borrowed from us during 1976-77. The levels of disparity are indicated in Appendix D, page 28, the Filmstrip Ownership-Circulation Inventory. The level of disparity was calculated by subtracting the quantity of filmstrips that were borrowed from the AV Library by each school from the quantity that is owned by the school. In many instances, this resulted in a negative figure. These figures were then arranged numerically from the lowest to highest level of disparity. This numerical arrangement gave rise to the "ranking" position by which the requisitions were processed. The schools with the greatest disparity, such as George Peabody among the elementary schools, Harry Stone among the middle schools, and L. G. Pinkston among the high schools, were given "first in line" positions if they chose to submit requisitions. The four new magnet high schools, arts, business, health, and transportation, were also given prime consideration because they were unequipped and needed many materials which other schools had been assembling for years.

The essential points of the "level of disparity" and "requisition ranking" were that schools that had been heavy borrowers but that owned the least number of filmstrips were given "first in line" positions for their requisitions to be processed. Schools with large filmstrip inventories that had borrowed less frequently were given "end of line" positions. This system proved very effective except for schools that did not submit any requisitions or for those submitting them very late and beyond the deadline. The penalty for this was either none or very few filmstrips

from the collection.

The data contained in Appendices C, concerning school filmstrip equipment ownership, and D, concerning school filmstrip ownership, came from the Media Profiles, Appendices M^1 and M^2, pages 66 and 67. These profiles are submitted annually by each campus to the Audiovisual Department so that it may stay informed of school inventories.

Requisitions began to arrive January 19 and continued to do so very slowly. The requisition "ranking" number was written on each set of requisitions as they were received, and requisitions were arranged in numerical order as they were marked. The K-3 Dissemination list, Appendix L, page 65, was "checked" as each was received and numbered. By January 28, only 50% of the potential number of requisitions had been received. As each day passed, several more sets arrived, so it became obvious that the deadline would have to be extended. The requisitions continued to trickle in and finally ceased on February 18, 1977. It was now almost three weeks beyond the anticipated start date of the K-3 filmstrip dissemination process, which ultimately almost ran into the end-date of school without completing the project.

As requisitions arrived, a Selection Follow-Up Questionnaire, Appendix N, page 68, was sent immediately to the building media coordinator. The alternate Selection Follow-Up Questionnaire, Appendix O, page 69, was sent to the 16 K-3 schools that did not respond to the invitation to participate. Appendix P, page 70, contains data collected from these documents. Approximately 74 schools out of the 114 that submitted requisitions responded. Only four of the 16 not submitting requisitions chose to indicate their reason for not responding.

Approximately 90% of the responses made for questions 1, 2 and 3

were "satisfactory" which paved the way for phase two, the preparation of the 4-6 materials. The "unsatisfactory" respondees made several constructive suggestions which were incorporated into the instructions pages of the successive grade level stages. Those who did not submit requisitions indicated they either did not believe that the central collection should be decentralized and demonstrated this by not responding to the request to participate or they did not have or take the time to collect requests from their teachers and fill out the lengthy requisitions. It was impossible to constructively use either of the last two statements to revise and improve approaches during the next stages.

To meet the original request that the dissemination be equitable, the first requisition was given the first twenty filmstrips listed therein. Each successive requisition was given its first twenty choices that were still available when it was reached according to its ranking number. This process continued until all 114 sets of requisitions completed the first "go-round." We then returned to the first requisition and honored as many of its next twenty selections as were still available. After five similar procedures, all 6,564 K-3 filmstrips had been pulled from the collection according to the requests which had been listed in priority sequence. These were boxed with one copy of the requisitions, which had been marked to show what was included, and were sent to the school having submitted the request. Each school received an average of 57 filmstrips as reflected in the Dissemination Summation, Appendix L, page 65. A Dissemination Follow-Up Questionnaire, Appendix Q, page 71, was included in each package. The K-3 filmstrip dissemination was concluded on March 25, 1977.

Preparations for the 4-6 phase had begun several weeks before the

conclusion of the K-3 phase. The most significant changes were in the Instructions as shown in Appendix R, page 72. The cover letter was left essentially unchanged except that the grade level designation K-3 was changed to read 4-6. Additional requisitions were printed and padded to complete the remainder of the total project since there had been no significant complaints about its adequacy. The grades 4-6 filmstrip list, Appendix S, pages 73-135, was prepared and duplicated. Additional Selection and Dissemination Follow-Up evaluation documents were printed after each of the references to K-3 was changed to 4-6. The questions were left unchanged. Packets were assembled for the schools with grades 4-6 as they had been for the K-3 schools. The "return" envelopes were recycled into these packets along with the Selection Follow-Up Questionnaires which had previously been sent separately. The costs incurred for the 4-6 phase are reflected in the Expenditures Chart in Appendix G, page 60.

The entire process duplicated the previous K-3 activities with the exception that the requisitions came in on time. The grades 4-6 packets were sent to the schools on February 25 and were due to be returned by March 31. We completed the dissemination process on May 6, 1977. The 4-6 Dissemination, Appendix T, page 136, lists the 79 out of 85 schools that responded. Their relative ranking number for requisition processing and the number of filmstrips disseminated is also shown. They received an average of 105 filmstrips. The Selection and Dissemination Questionnaires did not produce any significant suggestions that could be implemented for the next stage. Forty-eight of the 79 participating schools responded, and their reactions are listed in Appendix P, page 70. Ninety-six percent responded with "Satisfactory" replies. None of the schools withholding

requisitions gave reasons for non-participation. All 8,286 prints were disseminated.

It appeared that the way was clear for the final distribution stages for the 7-8 and 9-12 grade levels. Due to the relatively small number of schools and filmstrips, the two grade level groups were done concurrently.

Neither the cover letter nor instruction page was altered except for the insertion of the appropriate grade level references, either 7-8, or 9-12. There had been enough of the unused requisitions returned from the K-3 and 4-6 stages to adequately handle the 7-8 and 9-12 stage. The 7-8 list, Appendix U, pages 137-157, and the 9-12 list, Appendix V, pages 158-188, were printed. Additional Selection and Dissemination Follow-Up evaluation questionnaires were printed after the grade level references had been changed. The previously addressed clasp envelopes were recycled, and the 28 grade 9-12 packets and 22 7-8 packets were assembled. Costs incurred for this final dissemination phase are listed in the Expenditures chart, Appendix G, page 60.

The packets were sent to the schools on April 8 and were due to be returned by May 10. Three high schools and four middle schools were negligent and did not get their requisitions in on time. Therefore, they received 20 to 40 fewer filmstrips than they potentially might have received if they had gotten them in before they were passed on the first and second go-rounds. The dissemination process was completed on May 25, 1977. The schools that responded, their requisition rankings and the quantity of filmstrips that each received are listed in Appendix W, page 189. The middle schools received an average of 106 and the high schools an average of 112 filmstrips.

Eleven of the nineteen middle schools and fourteen of the twenty-three high schools that chose to participate submitted Selection Follow-Up questionnaires. Ninety percent of the middle schools and 92% of the high schools

responded with "Satisfactory" replies. As in the 4-6 phase, none of the schools withholding requisitions gave reasons for non-participation. All 2,023 filmstrips for 7-8 and all 2,647 filmstrips for 9-12 were disseminated.

Measuring the Results

Three evaluative documents, the Selection Follow-Up Questionnaires, Appendices N and O, pages 68 and 69, and the Dissemination Follow-up Questionnaire, Appendix Q, page 71, were used to collect data to determine the effectiveness of this practicum. They were designed for use as on-going collective devices yielding information that could be immediately plugged back into the operation for the next successive stage and simultaneously measure the effectiveness of the stage just completed.

Objective (1) required that by the end of May, 1977, a plan be developed and implemented to decentralize the filmstrip collection from the Audio-visual Library. The plan would be judged successful if two-thirds or more of the responses to statements 1, 2 and 3 of the Selection Follow-Up Questionnaire were "satisfactory." The Selection Follow-Up Responses for Grades K-12 are presented in Appendix P, page 70. Ninety-two percent indicated that the instructions were satisfactory; 100% indicated that the filmstrip list for their grade level group was satisfactory; and 89% indicated that the requisition method was satisfactory. These data were collected throughout the total process, and the project was completed by May 1 which fulfilled the requirements of the objective.

Objective (2) required that all filmstrips be removed from the Audio-visual Library and be either disseminated to participating schools or be released to the subject area directors for final disposition. As indicated in the Implementation Process portion of this practicum report, all filmstrips for each grade level group were selected by and disseminated to the

participating schools by May 25.

The K-12 Dissemination Summary presented in Appendix X, page 190, indicates the quantity of filmstrips from the 19,520 total that were distributed to each of the grade level groups. As a result of this "total" dissemination, the second objective has been successfully achieved.

Objective (3) was to finance the decentralization project with an amount not to exceed $1,000. That figure was an anticipated cost projection for materials and supplies necessary to circulate filmstrips for a year if they remained in circulation. The Expenditures for K-12 Filmstrip Decentralization are indicated in Appendix G, page 60. The total cost for materials to decentralize the collection was $865.61. Since these expenditures were within the existing budget and were made by April 8, the requirements for this objective have been met.

Objective (4) was an attempt to recover at least 50 percent of the original $140,947 cost of the filmstrips. The procedure used was to first determine the "estimated worth" of each filmstrip and to extend that figure for all of the filmstrips disseminated. Statement 5 on the Dissemination Follow-Up, Appendix Q, page 71, gave participating schools the opportunity to estimate the net worth of the filmstrips that each received. Those dollar values and the respective filmstrip quantities that the estimates represent are indicated for each grade level group in the Dissemination Follow-Up Responses summary in Appendix Y, page 191. All participating schools did not respond to the Dissemination Follow-Up. The K-12 Filmstrip Dissemination Summary, Appendix X, page 190, indicates that 48 of the 114 K-3 schools responded. Twenty-two of the seventy-nine 4-6 schools responded. Four of the nineteen 7-8 schools responded and 11 of the twenty-three 9-12 schools responded. The 4,869 K-12 filmstrips which <u>were</u> reported on as indicated in Appendix Y had an

estimated value of $16,395 for an average of $3.36 each. At this rate, the 19,520 filmstrips which were disseminated had a net value of $65,587 or 47 percent of their original cost. The 1,357 which were culled from the collection during the early stages were destroyed and were not counted toward the total recovery value, and thereby reducing the potential recovery.

Objective (5) was designed to permit participating schools to make their requests in priority sequence, with those schools having "borrowed" the most from the A-V Library collection and owning the "least" having first choice in selection from the collection. This differentially equitable selection and distribution process was judged satisfactory if two-thirds of the participating schools received more than the mean for their grade level group, and if more than two-thirds of the responses to statements 1 and 3 on the Dissemination Follow-Up were affirmative.

The K-12 Filmstrip Distribution Summary, Appendix X, page 190, indicates that 76 percent of the K-3 schools received more than the mean of 57 per K-3 school; 72% of the 4-6 schools received more than the mean of 105 per 4-6 school; 79% of the 7-8 schools received more than the mean of 106 per 7-8 school; and 74% of the 9-12 schools received more than the mean of 115 per 9-12 school. Statement 1 of the Dissemination Follow-Up Responses, Appendix Y, page 191, indicates that 79% of the K-12 schools felt that the filmstrips that they received significantly met their needs. Eighty-five percent of the K-12 schools stated that the filmstrips that they received were worth the effort. As a result of having surpassed the minimal criteria, this objective has been achieved.

Objective (6) was to be judged successful if the proposed timetable was met. March 18, 1977 was the targeted completion of the K-3 dissemination; actual completion of the K-3 distribution was on March 25. May 19

was the targeted completion of the 4-6 dissemination; actual completion of the 4-6 distribution was on May 6. June 3 was the targeted completion of the 7-8 and 9-12 dissemination; actual completion of the 7-8 and 9-12 distributions was on May 25. Due to the fact that the K-3 requisitions were late in coming in and the deadline had to be delayed for two weeks, the "week late" K-3 distribution fell within an acceptable tolerance as did each of the other grade level groups, thus confirming the success of this objective.

Objective (7) required that a general plan be developed for future implementation to decentralize any infrequently used circulating media from the Audiovisual Library. It would be impossible to tangibly evaluate the plan except by actual reapplication for some form of media. Due to this limitation, the plan will be judged satisfactory in terms of adaptability and feasibility by the approval of the director of Instructional Resources, and the assistant superintendent of Instructional Services of the Dallas Independent School District. The plan basically follows the guidelines developed for this report but it will be presented in outline form so as to permit flexibility to meet changing conditions.

I. Maintain data profiles
   - A. Audiovisual Library
     1. Inventory, all media
     2. Circulation, all formats, all schools
     3. Costs, purchase and circulation
   - B. Schools and School Media Centers
     1. Inventory, audiovisual materials
     2. Inventory, audiovisual equipment

II. Identify and Isolate Item for decentralization
   - A. Films
   - B. Kits
   - C. Flat Pictures
   - D. Recordings
   - E. Slides
   - F. Books
   - G. Transparencies

III. Analysis of the data
  A. Item in question (present)
    1. Circulation from AV Library
    2. Owned by schools
  B. Item in question (past)
    1. Circulation from AV Library
    2. Owned by schools
  C. Related AV equipment in schools
    1. Present inventory
    2. Past inventories
    3. Future projection

IV. The judgment decision
  A. Keep the item in circulation
  B. Stop circulation and dispose of items
  C. Stop circulation and disseminate items to schools

V. Method of dissemination
  A. Selective distribution
  B. Indiscriminate assignment
  C. Equitable distribution
  D. Differentially equitable distribution
  E. Via subject area directors

VI. Evaluation
  A. On-going with corrective procedures
  B. Upon completion

Approved:

Lu Ouida Phillips
Director, Instructional Resources

B. J. Stamps
Assistant Superintendent
Instructional Services

Institutionalizing the Results

The overall objective of any library is to make its collection available to its subscribers and to keep its contents in good condition and up to date. An audiovisual library has the unique position of developing a very valuable collection which may potentially support the curriculum but remain motionless unless there is the necessary AV equipment to show or play the material.

Items cease to circulate if they become obsolete, ragged, or, as is indicated in this report, the materials are housed at the inappropriate

location. The relatively recent introduction of the media center concept at the school level may change the current circulation of certain items from a central source to individual ownership by schools. This trend will probably begin with the lower cost items such as filmstrips and progress accordingly as the curriculum changes and budgets allow. It is for these reasons that we must begin to look at the inevitable and be as ready for it as possible.

This plan is the first concerted effort by this department to place misplaced media where it belongs. It doubtless will not be the last such effort. There will be future considerations as to whether something is worth circulating from a central source or maintaining at the campus level. If it belongs at the campus level, the question is how can it be placed there in the most practical, equitable and expeditous manner?

This practicum has laid the groundwork for future disseminations. Its final obective, the formulation of a General Decentralization Plan, will become the blueprint if the need reoccurs. The plan will extend to any item now in the library, but it is not intended to contribute to destruction of the central library. Central media centers are having to adjust their operations to better support the schools they serve. These changes enable the center to provide more efficient services which, as a result, helps schools make better use of time devoted to instructional programs.

Conclusions and Recommendations

This practicum has demonstrated that media, though thought to be decaying in the storage drawers due to non-use, can be relocated and reclaimed as a viable resource. The filmstrips that were not circulating

can now "die with honor" in the classroom. Audiovisual media are an excellent instructional resource, but only if they are used.

The most significant recommendations that this author can make as a result of this project are:

1. Be very selective as to the format of media placed in either a central or school media collection. Consider and project purchase and circulation costs as well as equipment availability, past, present and future.
2. If circulation decline indicators appear, don't continue to add fuel to the fire with new acquisitions of the troubled item. Analyze all data cautiously and isolate the suspected problem. Consider alternative solutions.
3. If a decentralization process seems eminent, keep the plan simple, be expedient with its execution, and let your district and media center's "natural boundaries" help implement the plan.
4. The project described in this practicum, though seemingly complex, successfully met the overall requirements of the objectives. In actuality, it met them because the departmental staff members are committed, know their jobs and know them well and because our school staff personnel are exceptionally competent. Two such groups, working together, will practically insure the success of any similar project.

Appendix A

A Summary of the Total Collection
of Circulating Audiovisual Media
in the Audiovisual Library
Dallas Independent School District

	16mm Sound Motion Picture Films		35mm Filmstrips	
Subject	Titles	Prints	Titles	Prints
Arts & Crafts	248	506	134	434
Guidance	301	700	145	534
Homemaking	61	93	141	462
Language Arts	537	1,841	931	5,993
Mathematics	162	575	481	2,528
Music	189	392	39	123
Physical Education	71	155	30	69
Science-Health	1,226	4,182	1,204	4,619
Social Studies	1,196	4,750	1,562	5,850
Teacher-Parent Ed.	219	396	42	82
Vocational Arts & Business Training	62	99	145	182
Totals	4,272	13,689	4,854	20,877

Films, 16mm Sound	13,689
Filmstrips, 35mm	20,877
Kits	1,226
Flat Pictures	251
Recordings, Music	1,064
Recordings, Tape (reel-to-reel & cassette)	1,196
Recordings, Word	1,352
Slides, 2"x2" sets	199
Books	176
Transparencies	229
Total	40,259

Appendix B

A Summary of the 35 mm Filmstrip Circulation
from the Audiovisual Library
Dallas Independent School District

School Year	Quantity Circulated
1966-67	54,916
1967-68	53,223
1968-69	52,419
1969-70	53,325
1970-71	49,551
1971-72	47,313
1972-73	40,661
1973-74	39,514
1974-75	37,174
1975-76	31,138

43% decline

Appendix C

A Summary of the 35 mm Filmstrip Equipment in Schools of the Dallas Independent School District

School Year	Projectors	Viewers	Total
1966-67	512	0	512
1967-68	638	0	688
1968-69	758	0	758
1969-70	808	0	808
1970-71	818	410	1228
1971-72	933	1243	2176
1972-73	985	1441	2426
1973-74	1179	1710	2889
1974-75	1197	1864	3061
1975-76	1513	1966	3479

283 % increase

Appendix D
Filmstrip Ownership-Circulation Inventory
Dallas Independent School District

A- F/S owned by school, May 1976
B- F/S borrowed by school from AV Library, 1975-'76
C- Level of F/S disparity, A minus B = C

A	B	C		
210	168	42	1	Adams, Bryan
318	103	215	2	Adamson, W.H.
-	-	-	3	Business Management
683	327	356	4	Carter, Davis W.
-	-	-	5	Arts Magnet
633	-	-	6	Health Professions
150	40	110	7	Hillcrest
318	188	30	8	Jefferson, Thomas
627	70	557	9	Kimball, Justin F.
1519	163	1356	10	Lincoln
197	-	-	11	Madison, James
-	-	-	12	Metropolitan North
-	-	-	13	Metropolitan Special
-	-	-	14	Metropolitan East
-	-	-	15	Metropolitan South
-	-	-	16	Metropolitan West
29	22	7	17	North Dallas
323	265	58	18	Pinkston, L.C.
651	70	581	19	Roosevelt, F.D.
708	102	606	20	Emmett, W.W.
1093	78	1015	21	Sunnyville High
2285	83	2202	22	Skyline
2370	169	2201	23	South Oak Cliff
658	62	596	24	Spruce, H. Grady
349	25	324	25	Sunset
16	-	-	26	Transportation
854	98	756	27	White, W.T.
259	26	233	28	Wilson, Woodrow

972	186	786	51	Anderson, Pearl C.
395	37	358	52	Atwell, William H.
202	30	-98	53	Brown, T.W.
1097	223	874	54	Cary, Edward H.
315	168	147	55	Comstock, E.B.
112	32	80	56	Ervin, J. H.
973	26	947	57	Florence, Fred F.
350	79	271	58	Gaston, W.H.
415	62	353	59	Greiner, W.E.
214	32	182	60	Hill, Robert T.
707	139	568	61	Holmes, Oliver W.
811	89	722	62	Hood, John B.
1998	116	1882	63	Daley, D.A.
100	91	9	64	Lowe, J.L.
102	89	13	65	Marsh, Thomas C.
188	115	73	66	Rusk, Thomas J.
120	154	-34	67	Sequoyah
588	316	272	68	Spence, Alex W.
69	115	-46	69	Stockard, L.V.
25	216	-191	70	Stone, Harry
1625	223	1402	71	Storey, Bonde
359	84	275	72	Walker, Ewell D.

A	B	C		
239	73	+166	1	Adams, John Q.
25	36	-11	2	Adams, Nathan
102	265	-163	3	Alexander, Birdie
197	337	-140	4	Allen, Gabe P.
13	99	-86	5	Anderson, Wm M.
78	301	-223	6	Arcadia Park
235	15	+220	7	Arlington Park
183	236	-53	8	Boyles
97	397	-300	9	Birdir, W.A.
33	133	-100	10	Stanton, Annie W.
38	243	-205	11	Bonham, James B.
64	989	-925	12	Bowie, James
140	168	-28	13	Brown, John Henry
58	289	-231	14	Bryan, John Neely
			15	Buckner Academy
232	86	+146	16	Buckner, H.C.
172	93	+79	17	Budd, Harrell
373	159	+214	18	Burleson, H.C.
			19	
110	280	-170	20	Burnet, David G.
83	77	+6	21	Bushman, W.W.
573	351	+222	22	Cabell, Wm L.
97	995	-898	23	Caillet, F.P.
213	186	+27	24	Carpenter, John
180	70	+110	25	Carr, C.F.
-	-	-	26	Carroll, Wm B.
504	248	+256	27	Carver, George
239	387	-148	28	Casa View
238	223	+15	29	Central
133	62	+56	30	City Park
86	329	-243	31	Cochran, Nancy
230	158	+130	32	Colonial
139	188	-49	33	Conner, S.S.
123	615	-492	34	Cowart, L.F.
252	387	-135	35	Crockett, David
-	-	-	36	Dallas Co. Bo. Ho.
337	125	+212	37	Darrell, B.F.
122	366	-244	38	Davis, Jefferson
170	158	+12	39	Dealey, George
232	99	+133	40	DeGolyer, E.L.
111	101	+10	41	Donald, L.O.
23	11	+12	42	Dorsey, Julius
29	89	-60	43	Douglass, Fred
25	32	-7	44	Dunbar, Paul L.
232	269	-163	45	Earhart, Amelia
23	112	-25	46	Ervin, J.H.
263	315	-112	47	Fannin, James
87	9	+78	48	Field, Tom W.
339	70	+269	49	Foster, Stephen

— New or N/A schools

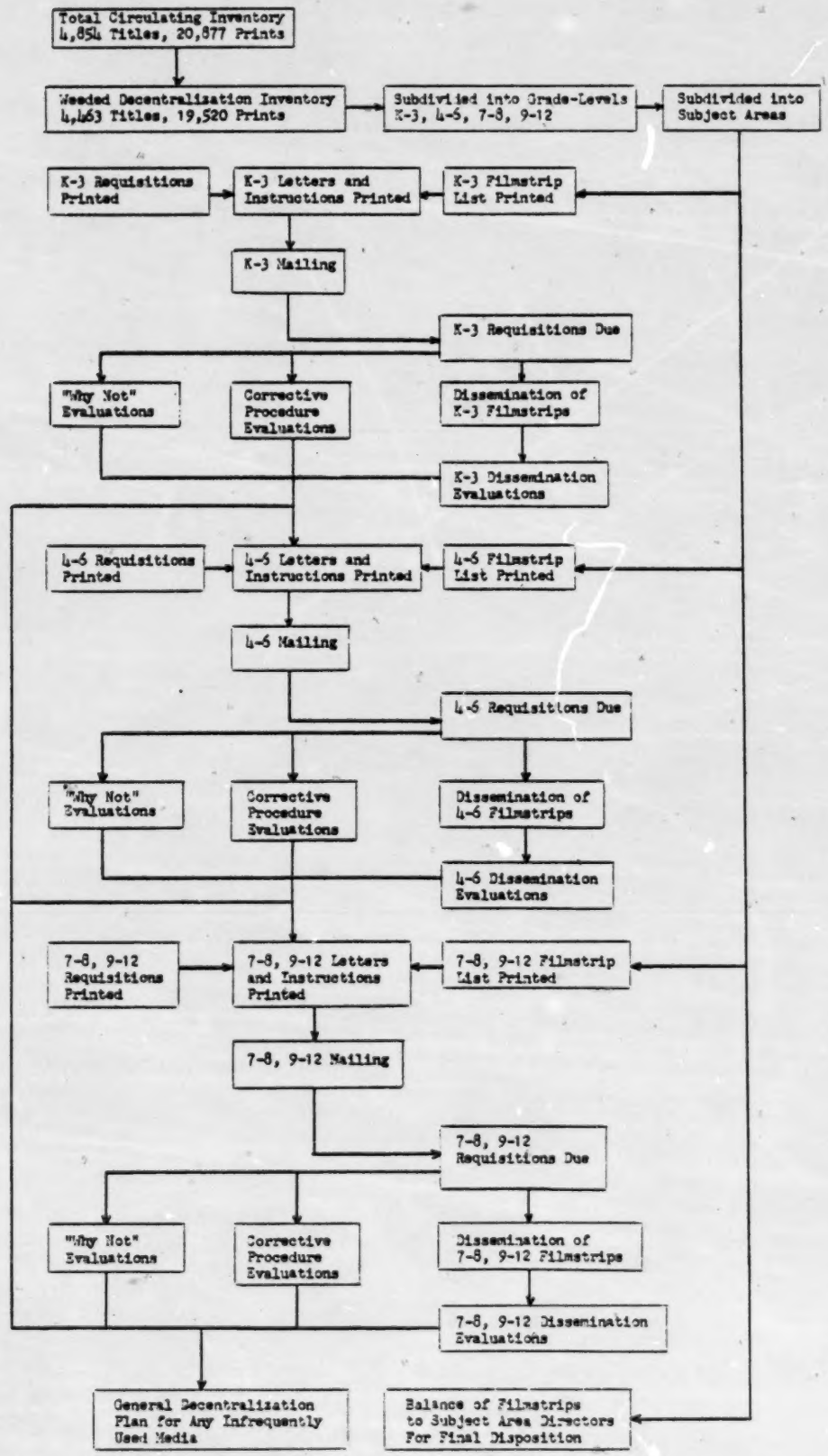
A	B	C		
185	292	-107	50	Frazier, Julia
11	163	-152	51	Gill, Charles A.
152	293	-140	52	Gooch, Tom C.
129	169	+19	53	Hall, Lenore K.
180	62	+118	54	Harlee, E. W.
87	92	-5	55	Harris, Fannie
138	96	+42	56	Russell, T.C.
133	238	-105	57	Hawthorne, Nath.
81	159	-78	58	Henderson, M.B.
20	86	-66	59	Hexter, Victor
220	148	+72	60	Hogg, James S.
32	117	-85	61	Hoge, Lida
92	46	-54	62	Hotchkiss, L.L.
96	102	-6	63	Houston, Sam
32	268	-236	64	Ireland, John
46	436	-390	65	Jackson, Maynard
47	194	-147	66	Jackson, Stonew'l
249	158	+91	67	Johnston, A.S.
27	207	-180	68	Jones, Anson
0	0	0	69	Juarez, Benito
209	373	-164	70	Kiest, Edwin J.
183	154	-17	71	Kleberg
361	493	-132	72	Knight, Obadiah
71	143	-72	73	Kramer, Arthur
87	274	-187	74	Lagow, Richard
290	478	-188	75	Lakewood
20	30	-50	76	Lanier, Sidney
-	230	-230	77	Lee, Robert E.
193	67	+126	78	Lee, Umphrey
254	209	+45	79	Lipscomb, Wm.
164	300	-136	80	Lisbon
2	28	-26	81	Longfellow, H.W.
52	39	+13	82	Macon, B. H.
54	115	-61	83	Maple Lawn
134	22	+112	84	Marcus, Herbert
200	45	+155	85	Marsalis, Thomas
228	60	+168	86	Marshall, T.D.
209	52	+157	87	Miles, Don
216	182	+34	88	Miller, Wm B.
435	598	-163	89	Mills, Roger Q.
81	85	-4	90	Moseley, Nancy
50	35	+15	91	Mount Auburn
23	333	-310	92	Navarro, Jose
487	91	+396	93	Oliver, Clara
2	569	-567	94	Peabody, George
511	80	+431	95	Pease, E. H.
38	57	-19	96	Peuler, John F.
373	191	+182	97	Pershing, John
131	113	+18	98	Polk, K. B.

A	B	C		
78	84	-6	99	Preston Hollow
315	57	+258	100	Roy, J. W.
54	169	-115	101	Reagan, John H.
121	54	+67	102	Reilly, Martha T.
223	423	-200	103	Reinhardt
155	90	+65	104	Rhonds, Joseph J.
294	151	+143	105	Rice, Charles
8	65	-57	106	Roberts, Oran M.
155	61	+94	107	Rogers, Dan D.
155	290	-135	108	Rosemont
53	238	-185	109	Rowe, Edna
158	168	-11	110	Runyon, John
460	201	+259	111	Russell, C.P.
109	51	+58	112	Rylie
240	47	+193	113	Sanger, Alex
76	130	-54	114	San Jacinto
149	238	-89	115	Seagoville Elem.
230	98	+132	116	Seguin, Erasmo
114	300	-186	117	Silberstein, A.
296	190	+106	118	Simmons, L.A.
62	60	+2	119	Stevens Park
66	254	-188	120	Terry, T.C.
539	253	+286	121	Thompson, H.C.
191	409	-218	122	Thornton, H.L.
167	29	+138	123	Titche, Edward
184	291	-107	124	Travis, Wm B.
145	278	-133	125	Truett, George
64	234	-170	126	Turner, Adelle
48	81	-33	127	Twain, Mark
450	68	+382	128	Tyler, Priscilla
30	151	-121	129	Urban Park
76	594	-518	130	Walnut Hill
129	304	-175	131	Webster, Daniel
14	154	-140	132	Weiss, Martin
369	68	+301	133	Wheatley, Phyllis
21	85	-64	134	Williams, Sudie
93	180	-87	135	Winnetka
338	183	+155	136	Withers, Harry C.
329	254	+75	137	Young, Whitney M.

590	32	558	1	Hillcrest Annex
546	298	248	2	Pinkston Annex
410	272	138	3	S.O.C. Annex

A	B	
12,225	3,575	TOTAL HIGH SCHOOLS
2,568	3,290	TOTAL MIDDLE SCHOOLS
21,546	24,323	TOTAL ELEMENTARY
		TOTAL OTHERS
41,939	31,138	GRAND TOTAL

Appendix E
Flowchart for K-12 Filmstrip Decentralization



The K-3 Filmstrip Availability List required thirty pages to list the 900 available titles representing 6,564 prints from six subject areas, samples of which are listed below.

Arts and Crafts

Af-117.1	Primary Art Series - Drawing (c)
Af-117.2	Primary Art Series - Finger Painting (c)
Af-117.3	Primary Art Series - Cutting and Pasting (c)

Language Arts

Df-224.1	New Spelling Goal Series - Hearing Rhymes (c)
Df-224.2	New Spelling Goal Series - Beginning Consonant Sounds, Part A (c)
Df-224.3	New Spelling Goal Series - Beginning Consonant Sounds, Part B (c)

Mathematics

Ef-202.1	Arithmetical Experiences for the Third Year Series - The Game of "How Many" (c)
Ef-202.2	Arithmetical Experiences for the Third Year Series - Experiences with Measurements (c)
Ef-202.3	Arithmetical Experiences for the Third Year Series - More Experiences with Measurements (c)

Guidance

Bf-101.1	Living Together in School Series - Being Prompt (c)
Bf-101.2	Living Together in School Series - Caring for School Materials (c)
Bf-101.3	Living Together in School Series - Consideration of Others (c)

Science-Health

Hf-224.1	Different Kinds of Animals Series-Learning About Mammals (c)
Hf-224.2	Different Kinds of Animals Series-Learning About Birds (c)
Hf-224.3	Different Kinds of Animals Series-Learning About Amphibians (c)

Social Studies

If-201	Country Community Series - Building A House (c)
If-202.1	Family Outing Series - The Family Goes Shopping (c)
If-202.2	Family Outing Series - Family Picnic (c)

Appendix G
Expenditures
for
K-12 Filmstrip Decentralization

	K-3	4-6	7-8	9-12	K-12
Letters and Instruction Pages	$9.	4.98	1.32	1.44	16.74
Requisitions	190.	132.85	→	→	322.85
Filmstrip Selection Lists	127.91	224.29	64.66	87.59	504.65
Clasp Envelopes	5.40	→	→	→	5.40
Selection Follow-Up Questionnaires	4.50	2.50	.66	.72	8.38
Dissemination Follow-Up Questionnaires	3.90	2.40	.60	.69	7.59

Total Expenditure $865.61

Appendix X
K-12 Filmstrip Dissemination
Summary

	Schools Participating	Quantity Disseminated	Mean per School	Schools Receiving or Exceeding Mean Qty.	% Receiving or Exceeding Mean	Schools Responding to Questions
K-3	114	6,564	57	86	76	48
4-6	79	8,286	105	57	72	22
7-8	19	2,023	106	15	79	4
9-12	23	2,647	115	17	74	11
K-12		19,520				

Appendix Y
Dissemination Follow-Up Responses

1.

Significantly					Insignificantly				
K-3	4-6	7-8	9-12	Total	K-3	4-6	7-8	9-12	Total
36 76%	20 91%	3 100%	7 63%	66 (79%)	11 24%	2 9%	0 0%	4 37%	17 (21%)

2.

Adequate					Inadequate				
K-3	4-6	7-8	9-12	Total	K-3	4-6	7-8	9-12	Total
17	8	1	4	30 (35%)	31	14	3	7	55 (65%)

3.

Worth The Effort					Not Worth The Effort				
K-3	4-6	7-8	9-12	Total	K-3	4-6	7-8	9-12	Total
35 81%	19 90%	4 100%	9 81%	67 (85%)	8 19%	2 10%	0 0%	2 19%	12 (15%)

4.

Satisfactory					Unsatisfactory				
K-3	4-6	7-8	9-12	Total	K-3	4-6	7-8	9-12	Total
34	21	4	10	69 (89%)	8	0	0	0	8 (11%)

5.

Quantity Received					Dollar Value				
K-3	4-6	7-8	9-12	Total	K-3	4-6	7-8	9-12	Total
2049	1867	255	698	4869	$7334. @$3.58	$5918. @$3.17	$830. @$3.25	$2313. @$3.31	$16,395 @$3.36

Submit Duplicate Copies of These Requisition Pages

Appendix H

REQUISITION
FOR
DECENTRALIZED FILMSTRIPS

One Copy Will Be Returned As Your Order Is Filled

SCHOOL _____ BUILDING MEDIA COORDINATOR _____

Catalogue Number	Title	Order Filled (Leave Blank)

List items in decreasing priority sequence beginning with most desired and going to least desired. Return all unused requisition pages in a separate envelope to the Audiovisual Library.

Principal _____ Page Number _____
(Signature, 1st page only)

dallas independent school district

2517 SOUTH ERVAY STREET, DALLAS, TEXAS 75215

REQUISITION FOR AUDIOVISUAL AIDS

School _____ Teacher _____ Grades Taught _____

	CATALOG NUMBER	TITLE	SHOW DATE DESIRED 1st Choice	SHOW DATE DESIRED 2nd Choice	Yes *	BOOKING (leave blank)
1st Choice						
Alternate						
1st Choice						
Alternate						
1st Choice						
Alternate						
1st Choice						
Alternate						
1st Choice						
Alternate						
1st Choice						
Alternate						
1st Choice						
Alternate						
1st Choice						
Alternate						
1st Choice						
Alternate						
1st Choice						
Alternate						
1st Choice						
Alternate						

IMPORTANT:

Form V-7 — 50M — 0887 — 72

1. Put different months on separate pages. Send Requisitions in **at least** 2 weeks prior to your show date to the A-V Library box, Administration Building.
2. Limit your requests to four catalogue numbers per week.
3. If we are unable to book films on your 1st or 2nd choices of show dates, check(✓) **yes*** if you want them on the next available date during **this** month.
4. Alternate films will not be booked if your 1st choice is available.
5. Restricted films may be requested only by the **Principal** by telephone or requisition.

TELEPHONE 421-5571, Ext. 30

Appendix J
Dallas Independent School District
Instructional Resources

Filmstrip Decentralization
Instructions

The attached list indicates all filmstrips which are designated grade levels K-3. They are grouped by subject areas which are stated at the top of each page. The catalogue number is listed to the left and the title to the right. You will need to refer to a pre-1975 AV catalogue if a detailed description is desired. We recommend that you order as many filmstrips as possible since some of those that you request may have already been selected by others before your order is filled and if all goes as planned, the more that you order, the more you should receive.

You should request your instructional staff to assist in the selection process but the Building Media Coordinator should consolidate the requests. Requisitions will not be processed on a first-come, first-served basis, so do not hastily throw your requests together just to be first sent in. Only one list will be accepted from each school and its first page should be signed by the Principal.

Using the enclosed requisitions:

1. Make duplicate requisitions for all pages and send both copies to Box 89. One copy will be returned with your order. Use the enclosed envelope to return your completed requisitions.

2. List your requests in priority sequence beginning with the most desired item on line 1, next most desired on line 2 and so on.

3. List each catalogue number and title on a separate line. Do not group or consolidate numbers such as Hf 210.1-.7 for sets are divided into individual filmstrips and should be ordered separately <u>except</u> Df 241 through Df 243 which may be ordered as a set.

4. Continue listing them in priority sequence filling each page. Number each page in the lower right corner so as to keep your pages in priority sequence.

5. Return all unused requisitions in a separate envelope.

6. Your due date will be

Appendix K

DALLAS INDEPENDENT SCHOOL DISTRICT
SCHOOL ADMINISTRATION BUILDING 3700 ROSS AVE.

To: Principals and Building Media Coordinators (Librarians)

Filmstrips represent one of many forms of media which is most economical and effective if housed for use at the Campus level. Their low purchase costs versus relatively high circulation costs combined with overall low circulation rates from our central Audiovisual Library seems to make our decision to decentralize the filmstrip collection practical in terms of economics and utilization.

We will be making available for permanent assignment, to each school expressing a need, those filmstrips previously in the circulating collection of the District's Audiovisual Library. This decentralization will involve filmstrips only and will not include any other media now being circulated. Filmstrips distributed in this manner will become a part of the media collection of each school.

Distribution will be made in grade level sequence beginning with those items designated as K-3 levels and progressing upward, one level at a time. Storage may prove to be a problem for some schools and a plan is being explored to provide you with storage suggestions. Until this plan becomes a reality, you will have to develop new storage or reorganize existing facilities.

Attached, you will find the list of K-3 level filmstrips, blank requisition forms, and instructions on how to order. Please follow those instructions carefully so as to expedite our distribution and help you receive those items which will be most beneficial to your school. Your thoughtfulness and cooperation will be appreciated.

Sincerely yours,

Lu Ouida Vinson Phillips

Lu Ouida Vinson Phillips
Director, Instructional Resources

APPROVED:

Yvonne Ewell

Yvonne Ewell
Assistant Superintendent
East Oak Cliff Subdistrict

Otto M. Fridia, Jr.

Otto M. Fridia, Jr.
Assistant Superintendent
Elementary Operations

George W. Reid

George W. Reid
Assistant Superintendent
Secondary Operations

B. J. Stamps

B. J. Stamps
Assistant Superintendent
Instructional Services

Appendix L

K-3 Filmstrip Dissemination
Dallas Independent School District

A- Requisitions received
B- Requisition ranking for processing
C- Quantity of filmstrips disseminated

	A	B	C	
1				Adams, Bryan
2				Adamson, W.H.
3				Business Management
4				Carter, Davis W.
5				Arts Magnet
6				Health Professions
7				Hillcrest
8				Jefferson, Thomas
9				Kimball, Justin F.
10				Lincoln
11				Madison, James
12				Metropolitan North
13				Metropolitan Special
14				Metropolitan East
15				Metropolitan South
16				Metropolitan West
17				North Dallas
18				Pinkston, L.C.
19				Roosevelt, F.D.
20				Sanger, W.W.
21				Seagoville High
22				Skyline
23				South Oak Cliff
24				Spruce, H. Grady
25				Sunset
26				Transportation
27				White, W.T.
28				Wilson, Woodrow

	A	B	C	
1				Anderson, Pearl C.
2				Atwell, William H.
3				Browne, T.W.
4				Cary, Edward H.
5				Comstock, E.B.
6				Ervin, J. H.
7				Florence, Fred F.
8				Gaston, W.H.
9				Greiner, W.E.
10				Hill, Robert T.
11				Holmes, Oliver W.
12				Hood, John B.
13				Hulcy, D.A.
14				Long, J.L.
15				Marrh, Thomas C.
16				Rusk, Thomas J.
17				Sequoyah
18				Spruce, Alex W.
19				Stockard, L.V.
20				Stone, Harry
21				Storey, Bonie
22				Walker, Ewell D.

	A	B	C	
1	K	93	48	Adam, John Q.
2	K	45	58	Adams, Nathan
3	K	58	62	Alexander, Birdie
4	K	31	63	Allen, Cobe P.
5	K	60	60	Anderson, Wm M.
6	K	13	62	Arcadia Park
7	K	105	31	Arlington Park
8	K	54	62	Bayles
9	K	10	30	Blair, W.A.
10	K	42	39	Blanton, Annie W.
11	K	15	60	Bonham, James B.
12	K	3	45	Bowie, James
13	K	61	60	Brown, John Henry
14	K	14	61	Bryan, John Neely
15				Buckner Academy
16				Buckner, H.C.
17	K	102	60	Budd, Harrell
18				Burleson, H.C.
19				
20	K	26	60	Burnet, David G.
21				Bushmann, W.W.
22	K	101	57	Cabell, Wm L.
23	K	5	60	Caillet, F.P.
24				Carpenter, John
25	K	110	48	Carr, C.F.
26				Carroll, Wm B.
27	K	106	59	Carver, George
28	K	34	58	Casa View
29				Central
30	K	83	62	City Park
31	K	12	44	Cochran, Nancy
32	K	81	60	Colonial
33	K	57	55	Conner, S.S.
34	K	7	62	Cowart, L.P.
35	K	44	40	Crockett, David
36				Dallas Co. Bo. Ho.
37	K	103	42	Darroll, D.F.
38	K	11	46	Davis, Jefferson
39	K	53	60	Deeley, George
40	K	95	43	DeGolyer, E.L.
41	K	32	60	Donald, L.O.
42				Dorney, Julius
43				Douglass, Fred
44	K	86	60	Dunbar, Paul L.
45	K	84	38	Earhart, Amelia
46	K	47	63	Ervin, J.H.
47	K	81	61	Fannin, James
48	K	88	61	Field, Tom W.
49	K	104	46	Foster, Stephen

	A	B	C	
50	K	63	60	Frazier, Julia
51	K	32	61	Gill, Charles A.
52	K	23	61	Gooch, Tom C.
53	K	24	58	Hall, Lenore K.
54	K	93	58	Harlee, H. W.
55	K	48	63	Harris, Fannie
56	K	79	62	Russell, T.C.
57	K	33	60	Hawthorne, Ruth.
58	K	48	63	Henderson, H.R.
59	K	49	58	Hexter, Victor
60	K	87	47	Hogg, James S.
61	K	41	63	Hooe, Lida
62	K	30	47	Hotchkiss, L.L.
63	K	52	61	Houston, Sam
64	K	8	52	Ireland, John
65				Jackson, Maynard
66				Jackson, Stonew'l
67	K	102	6	Johnston, A.S.
68				Jones, Anson
69				Juarez, Benito
70	K	17	59	Kiest, Edwin J.
71	K	56	63	Kleberg
72	K	55	49	Knight, Obediah
73				Kramer, Arthur
74	K	19	61	Lagow, Richard
75	K	35	61	Lakewood
76	K	81	61	Lanier, Sidney
77	K	9	29	Lee, Robert E.
78	K	7	59	Lee, Umphrey
79	K	89	60	Lipscomb, Wm.
80	K	59	49	Lisbon
81				Longfellow, H.W.
82	K	27	60	Macon, B. H.
83	K	67	63	Maple Lawn
84	K	91	52	Marcus, Herbert
85	K	94	52	Marcalis, Thomas
86	K	98	45	Marshall, T.D.
87	K	96	59	Milam, Ben
88	K	78	57	Miller, Wm E.
89	K	39	65	Mills, Roger Q.
90	K	69	63	Moseley, Nancy
91	K	25	60	Mount Auburn
92	K	29	60	Navarro, Jose
93				Oliver, Clara
94	K	1	61	Peabody, George
95	K	114	41	Pease, E. H.
96	K	62	60	Peuler, John F.
97	K	100	54	Pershing, John
98	K	24	61	Polk, K. D.

	A	B	C	
99	K	67	64	Preston Hollow
100				Ray, J. W.
101	K	98	63	Reagan, John H.
102	K	26	64	Reilly, Martha T.
103	K	18	70	Reinhardt
104	K	85	47	Rhonds, Joseph J.
105	K	82	60	Rice, Charles
106	K	29	63	Roberts, Oran M.
107	K	28	35	Rogers, Ina D.
108	K	36	57	Rosemont
109	K	27	25	Rowe, Edna
110	K	24	60	Runyon, John
111				Russell, C.P.
112				Rylie
113	K	112	60	Sanger, Alex
114	K	40	61	San Jacinto
115	K	45	64	Seagoville Elem.
116	K	113	47	Seguin, Erasmo
117	K	22	64	Silberstein, A.
118	K	90	61	Simmons, L.A.
119	K	21	61	Stevens Park
120	K	30	60	Terry, T.G.
121	K	108	57	Thompson, H.C.
122	K	16	64	Thornton, R.L.
123	K	99	64	Titche, Edward
124	K	33	64	Travis, Wm B.
125	K	4	61	Truett, George
126	K	17	59	Turner, Adelle
127	K	68	43	Twain, Mark
128	K	111	43	Tyler, Priscilla
129	K	32	58	Urban Park
130	K	2	60	Walnut Hill
131	K	31	59	Webster, Daniel
132	K	96	53	Weiss, Martin
133	K	109	59	Wheatley, Phyllis
134	K	50	60	Williams, Sudie
135	K	96	47	Winnetka
136				Withers, Harry C.
137				Young, Whitney M.

A	B	C	
			1 Hillcrest Annex
			2 Pinkston Annex
			3 S.O.C. Annex
			TOTAL HIGH SCHOOLS
			TOTAL MIDDLE SCHOOL
114		6564	TOTAL ELEMENTARY
			TOTAL OTHERS
114		6564	GRAND TOTAL

Appendix M[1]

DALLAS INDEPENDENT SCHOOL DISTRICT

MEDIA PROFILE
for
THE MEDIA CENTER

_____ (date)

Books	Quantity in library collection
000 Gen. Works	
100 Philosophy	
200 Religion	
300 Sociology	
400 Language	
500 Science	
600 Useful Arts	
700 Fine Arts	
800 Literature	
900 History	
[illegible]-921 Biography	
Fiction	
Story Collection	
Easy Books	
Total	
Paperbacks (unaccessioned)	
Periodical subscriptions	
Newspaper subscriptions	

Audiovisual Materials	Quantity in library collection
Kits	
*Filmstrips	
*Slides	
*Cassettes, audio	
*Disc recordings	
8mm film loops	
16mm films	
Transparencies	
Art & study prints	
Reel/reel tapes, audio	
Video R/R Programs	
Video Cassette Programs	
Microforms Film	
Microforms Fiche	
Maps	
Charts	
Globes	
Models	

* Count individual items and those in kits

Video Recording Equipment	Total Quantity
Reel/Reel Recorder	
Cassette Recorder	
TV Receiver & Monitor	
Camera	
Tripod	
Mobile Cart	

Audiovisual equipment	Quantity in Media Center
Rear Screen Proj. Units	
Projectors, 16mm	
Projectors, Super 8mm loop	
Projectors, 35mm FS, silent	
Projectors, 35mm Slide, Carousel	
Viewers, 35mm FS, silent	
Viewers, 35mm FS, sound	
Projectors, 35mm FS, sound	
Projectors, Opaque	
Projectors, Overhead	
Tables, Projector	
Television receivers, w/stand	
Screens, Overhead Projection	
Screens, Tripod	
Screens, Wall	
Record Players	
Listening Centers	
Cassette Players	
Cassette Recorders, Portable	
Cassette Recorders, Classroom	
Tape Recorders, Reel/Reel	
Magnetic Card Readers	
Visual Makers	
Microforms Reader	
Microforms Printer	
Individual Headphones	
Laminators	
Heat Copiers	

School _____

(continued on back)

Encyclopedias: Titles	Number of Sets	Copyright Dates

Atlases	Quantity	Copyright Dates

Return one copy each of:

Campus Media Profile (yellow)

Media Center Profile (green)

To: Instructional Resources

Box 70

By June 3, 1977

Signed: _____
Principal

_____
Media Coordinator

Appendix M[2]

DALLAS INDEPENDENT SCHOOL DISTRICT

MEDIA PROFILE
for
THE CAMPUS
(including Media Center)

_____ (date)

Audiovisual Materials	Total Quantity on Campus
Kits	
*Filmstrips	
*Slides	
*Cassettes, audio	
*Disc recordings	
8mm film loops	
16mm films	
Transparencies	
Art & study prints	
Reel/reel tapes, audio	
Video R/R Programs	
Video Cassette Programs	
Microforms: Film	
Microforms: Fiche	
Maps	
Charts	
Globes	
Models	

* Count individual items and those in kits

Video Recording Eqpt.	Total Quantity
Reel/Reel Recorder	
Cassette Recorder	
TV Receiver & Monitor	
Camera	
Tripod	
Mobile Cart	

Audiovisual Equipment	Total Quantity on Campus
Rear Screen Projection Units	
Projectors, 16mm	
Projectors, Super 8mm loop	
Projectors, 35mm FS, silent	
Projectors, 35mm Slide, Carou	
Viewers, 35mm FS, silent	
Viewers, 35mm FS, sound	
Projectors, 35mm FS, sound	
Projectors, Opaque	
Projectors, Overhead	
Tables, Projector	
Television receivers, w/stand	
Screens, Overhead Projection	
Screens, Tripod	
Screens, Wall	
Record Players	
Listening Centers	
Cassette Players	
Cassette Recorders, Portable	
Cassette Recorders, Classroom	
Tape Recorders, Reel/Reel	
Magnetic Card Readers	
Visual Makers	
Microforms: Reader	
Microforms: Printer	
Individual Headphones	
Laminators	
Heat Copiers	

School _____

Encyclopedias: Titles	Number of Sets	Copyright Dates

Atlases	Quantity	Copyright Dates

Return one copy each of:

Campus Media Profile (yellow)

Media Center Profile (green)

To: Instructional Resources

Box 70

By June 3, 1977

Signed: _____

Principal

_____

Media Coordinator

Appendix N
Dallas Independent School District
Instructional Resources

Filmstrip Decentralization
Selection Follow-Up

To: The Building Media Coordinator(K-3)

As you know, we are decentralizing the filmstrip collection from the District's Audiovisual Library and we are placing the filmstrips into each school Media Center that submitted requisitions as requested in our letter of January 3, 1977.

Since this is the first of perhaps future instances of disseminating building-level AV media from the central circulating collection, we are interested in your reaction to the plan. We would very much appreciate your comments with respect to the plan and the procedures used to implement it. Your reaction will be used only as an indicator of what we should or should not do in future decentralization efforts.

If you choose to respond to this questionaire, please return it as soon as possible. Do not hold it until your filmstrips arrive for there will be another reactionaire enclosed within that shipment. Return this form to Box 89, the Audiovisual Library. Thank you for your cooperation.

Circle the applicable responses

1. The filmstrip decentralization instructions were -----. satisfactory, unsatisfactory

If unsatisfactory, please comment. _____

_____

2. The K-3 filmstrip list was -----. satisfactory unsatisfactory.

If unsatisfactory, please comment. _____

_____

3. The requisition method and forms were -----. satisfactory, unsatisfactory.

If unsatisfactory, please comment. _____

_____

4. The selections were primarily made by the -----. faculty, Media Coordinator, both.

5. Faculty cooperation in the selection process was generally -----. good, poor.

6. If the process is ever to be repeated again, I would like to suggest that:

_____

_____

Appendix O
Dallas Independent School District
Instructional Resources

Filmstrip Decentralization
Selection Follow-Up

To: The Building Media Coordinator(K-3)

As you know, we are decentralizing the filmstrip collection from the District's Audiovisual Library and we are placing the filmstrips into each school Media Center that submitted requisitions as requested in our letter of January 3, 1977.

Since this is the first of perhaps future instances of disseminating building-level AV media from the central circulating collection, we are interested in your reaction to the plan. We would very much appreciate your comments as to why you did not respond to our invitation to participate. Your reaction will be used only as an indicator of what we should or should not do in future decentralization efforts.

You do not need to identify yourself or your school by name. If you choose to respond to the question, please return this form to Box 89, the Audiovisual Library at your earliest convenience. Thank you for your cooperation.

Appendix P
Selection Follow-Up Responses

	Satisfactory					Unsatisfactory				
1.	K-3	4-6	7-8	9-12	K-12	K-3	4-6	7-8	9-12	K-12
	66	46	10	13	135	8	2	1	1	12
	89%	96%	90%	92%	92%	11%	4%	10%	8%	8%
2.	74	48	11	14	147	0	0	0	0	0
	100%	100%	100%	100%	100%					
3.	60	45	9	12	126	14	3	2	2	21
	81%	94%	82%	86%	89%	19%	6%	18%	14%	11%

	Faculty	Media Coordinator	Both
4.	K-12	K-12	K-12
	24	20	103
	16%	13%	71%

	Good					Poor				
5.	K-3	4-6	7-8	9-12	K-12	K-3	4-6	7-8	9-12	K-12
	67	44	10	13	134	7	4	1	1	13

Appendix Q
Dallas Independent School District
Instructional Resources

Filmstrip Decentralization
Dissemination Follow-Up

To: The Building Media Coordinator

Enclosed, you will find the filmstrips that you selected and requested from the now decentralized circulating collection at the Audiovisual Library. The attached copy of your requisition will indicate the actual titles that you are receiving as marked in the "order filled" column.

The number of filmstrips that you are receiving will vary according to the quantity that you requested and the relative number of duplicate requests that were submitted by other schools for the same titles. The orders were filled according to the priority rating that you indicated as you listed each filmstrip catalogue number and title on your requisitions and the availability of that filmstrip when your order was processed.

Every attempt was made to make the dissemination process as equitable as possible to each school that submitted requisitions. We hope that you are pleased with the filmstrips that you received. We would appreciate your responding to the questions listed below. If you do, please detach the lower portion of this page and return it to Box 89, the Audiovisual Library, at your earliest convenience. Thank you for your cooperation.

- - - -

Appendix R
Dallas Independent School District
Instructional Resources

72

Revised

Filmstrip Decentralization
Instructions

The attached list indicates all filmstrips which are designated grade levels 4-6. They are grouped by subject areas which are stated at the top of each page. The catalogue number is listed to the left and the title to the right. You will need to refer to a pre-1975 AV catalogue if a detailed description is desired. We recommend that you order as many filmstrips as possible since some of those that you request may have already been selected by others before your order is filled and if all goes as planned, the more that you order, the more you should receive.

You should request your instructional staff to assist in the selection process but the Building Media Coordinator should consolidate the requests. Requisitions will not be processed on a first-come, first-served basis, so do not hastily throw your requests together just to be first sent in. Only one list will be accepted from each school and its first page should be signed by the Principal.

Using the enclosed requisitions:

1. Make duplicate requisitions for all pages and send both copies to Box 89. Do not separate the original from the carbon copy. One copy will be returned with your order. Use the enclosed envelope to return your completed requisitions.

2. You should intermix your subject area requests in whatever sequence your needs dictate. You must then list your requests in priority sequence with the most desired item on line 1, next most desired on line 2, etc.

3. List each catalogue number on a separate line. Do not group or consolidate numbers such as Af 112.1-8 for individual filmstrips within sets must be ordered separately. It is optional for you to designate the corresponding filmstrip titles on your requisitions since this will require a great deal more writing on your part, but their omission will make it more difficult to ascertain just what filmstrips you have when you receive your portion of the decentralized central collection.

4. Continue making your requests in priority sequence filling each page. Number each page in the lower right corner so as to keep your pages in priority sequence.

5. Return all unused requisitions in a separate envelope.

6. Your due date will be March 31. Please be punctual so as not to delay our dissemination process.

changes or additions are underlined

The 4-6 Filmstrip Availability List required sixty-three pages to list the 1,993 available titles representing 8,286 prints from seven subject areas, samples of which are listed below.

Arts and Crafts

Af-108.1	Classroom Crafts Series - Raffia Work (c)
Af-108.2	Classroom Crafts Series - Wire Sculpture (c)
Af-108.3	Classroom Crafts Series - Paper Sculpture (c)

Language Arts

Df-101	Great American Women Series - Louisa May Alcott (c)
Df-102	Great American Inventors Series - Benjamin Franklin (c)
Df-103	Great American Authors Series - Washington Irving (c)

Guidance

Bf-203.1	How Do You Feel? Series - How Do You Feel About Your Community? (c)
Bf-203.2	How Do You Feel? Series - How Do You Feel About Your School? (c)
Bf-203.3	How Do You Feel? Series - How Do You Feel About Animals? (c)

Mathematics

Ef-201.1	Mathematical Insights Series - Fractions, Part I (c)
Ef-201.2	Mathematical Insights Series - Fractions, Part II (c)
Ef-201.3	Mathematical Insights Series - The Record Shop (c)

Music

Ff-102.1	Great Composers Series - Johann Sebastian Bach (c)
Ff-102.2	Great Composers Series - Wolfgang Amadeus Mozart (c)
Ff-102.3	Great Composers Series - Ludwig Van Beethovan (c)

Science-Health

Hf-107	Travel Series - The Air Age (c)
Hf-113.1	Airplanes, Jets and Rockets Series - What Makes An Airplane Fly? (c)
Hf-113.2	Airplanes, Jets and Rockets Series - How Is An Airplane Controlled? (c)

Social Studies

If-101.1	Bill of Rights Background Series - Laws That Protect (c)
If-101.2	Bill of Rights Background Series - What Happens When An Arrest Is Made (c)
If-101.3	Bill of Rights Background Series - How A Juror Is Chosen (c)

Appendix T
4-6 Filmstrip Dissemination
Dallas Independent School District

A- Requisitions received
B- Requisition ranking for processing
C- Quantity of filmstrips disseminated

	A	B	C	
1				Adams, Bryan
2				Adamson, W.H.
3				Business Management
4				Carter, Davis W.
5				Arts Magnet
6				Health Professions
7				Hillcrest
8				Jefferson, Thomas
9				Kimball, Justin F.
10				Lincoln
11				Madison, James
12				Metropolitan North
13				Metropolitan Special
14				Metropolitan East
15				Metropolitan South
16				Metropolitan West
17				North Dallas
18				Pinkston, L.G.
19				Roosevelt, F.D.
20				Sanger11, W.W.
21				Seagoville High
22				Skyline
23				South Oak Cliff
24				Spruce, H. Grady
25				Sunset
26				Transportation
27				White, W.T.
28				Wilson, Woodrow

	A	B	C	
1				Anderson, Pearl C.
2				Atwell, William R.
3				Browne, T.W.
4				Cary, Edward H.
5				Crestock, L.B.
6				Ervin, J. N.
7				Florence, Fred F.
8				Gaston, W.H.
9				Greiner, W.E.
10				Hill, Robert T.
11				Holmes, Oliver W.
12				Hood, John B.
13				Huley, D.A.
14				Long, J.L.
15				Marsh, Thomas C.
16				Rusk, Thomas J.
17				Sequoyah
18				Spence, Alex W.
19				Stockard, L.V.
20				Stone, Harry
21				Storey, Bonde
22				Walker, Buell D.

	A	B	C	
1	✓	79	72	Adams, John Q.
2				Adams, Nathan
3	✓	33	116	Alexander, Birdie
4				Allen, Cabe P.
5				Anderson, Wm M.
6	✓	14	121	Arcadia Park
7				Arlington Park
8				Baylor
9	✓	44	130	Blair, W.A.
10	✓	11	24	Blanton, Annie W.
11	✓	34	105	Bonham, James B.
12				Bowie, James
13	✓	7	107	Brown, John Henry
14				Bryan, John Neely
15	✓	15	144	Buckner Academy
16	✓		14	Buckner, H.C.
17	✓	83	99	Budd, Harrell
18	✓	57	93	Burleson, H.C.
19				
20	✓	24	115	Burnet, David G.
21				Buchanan, W.W.
22				Caboll, Wm L.
23	✓	5	126	Caillet, F.P.
24				Carpenter, John
25				Carr, C.F.
26				Carroll, Wm B.
27				Carver, George
28				Casa View
29	✓	59	141	Central
30				City Park
31	✓	13	95	Cochran, Nancy
32				Colonial
33	✓	47	123	Conner, S.S.
34	✓	6	119	Cowart, L.P.
35	✓	36	85	Crockett, David
36				Dallas Co. Bo. Ho.
37				Darrell, B.F.
38	✓	12	46	Davis, Jefferson
39				Dealey, George
40				DeGolyer, E.L.
41	✓	56	115	Donald, L.O.
42	✓	57	94	Dorsey, Julius
43				Douglass, Fred
44				Dunbar, Paul L.
45				Earhart, Amelia
46	✓	39	121	Ervin, J.N.
47				Fannin, James
48	✓	70	127	Field, Tom W.
49	✓	82	105	Foster, Stephen

	A	B	C	
50				Frazier, Julia
51				Gill, Charles A.
52				Gooch, Tom C.
53	✓	69	108	Hall, Lenore K.
54	✓	74	120	Harlice, H. W.
55				Harris, Fannie
56				Russell, T.C.
57	✓	26	125	Hawthorne, Nath.
58	✓	40	109	Henderson, H.D.
59				Hexter, Victor
60	✓	68	123	Hogg, James S.
61	✓	35	115	Hood, Lida
62	✓	53	88	Hotchkiss, L.L.
63				Houston, Sam
64	✓	9	129	Ireland, John
65	✓	8	133	Jackson, Maynard
66	✓	38	137	Jackson, Stonev'l
67	✓	81	1	Johnston, A.S.
68				Jones, Anson
69				Juarez, Benito
70				Kiest, Edwin J.
71	✓	46	109	Kleberg
72	✓	45	110	Knight, Obadiah
73				Kramer, Arthur
74				Lagow, Richard
75				Lakewood
76	✓	65	70	Lanier, Sidney
77	✓	10	140	Lee, Robert E.
78	✓	2	116	Lee, Umphrey
79	✓	64	105	Lipscomb, Wm.
80				Lisbon
81	✓	50	63	Longfellow, H.W.
82				Macon, B. H.
83	✓	42	63	Maple Lawn
84	✓	23	112	Marcus, Herbert
85	✓	25	99	Marsalis, Thomas
86				Marshall, T.D.
87	✓	76	105	Milam, Ben
88	✓	63	121	Miller, Wm B.
89	✓	33	144	Mills, Roger Q.
90				Moseley, Nancy
91	✓	60	111	Mount Auburn
92				Navarro, Jose
93	✓	84	110	Oliver, Clara
94	✓	1	142	Peabody, George
95				Peace, E. M.
96	✓	51	119	Peeler, John F.
97	✓	30	133	Pershing, John
98	✓	41	93	Polk, K. B.

	A	B	C	
99	✓	52	106	Preston Hollow
100				Ray, J. W.
101	✓	27	98	Reagan, John H.
102				Reilly, Martha T.
103	✓	18	118	Reinhardt
104				Rhonda, Joseph J.
105				Rice, Charles
106	✓	67	129	Roberts, Oran M.
107	✓	31	34	Rogers, Don D.
108	✓	30	106	Rosemont
109	✓	21	128	Rowe, Edna
110				Runyon, J. n
111	✓	78	80	Russell, C.P.
112	✓	66	119	Rylie
113	✓	86	102	Sanger, Alex
114	✓	22	105	San Jacinto
115	✓	28	131	Seagoville Elem.
116				Seguin, Erasmo
117	✓	20	140	Silberstein, A.
118	✓	72	132	Simmons, L.A.
119	✓	69	82	Stevens Park
120	✓	19	97	Terry, T.G.
121				Thompson, H.S.
122	✓	16	141	Thornton, R.L.
123				Titche, Edward
124				Travis, Wm B.
125	✓	4	126	Truett, George
126	✓	17	114	Turner, Adelle
127	✓	48	50	Twain, Mark
128				Tyler, Priscilla
129				Urban Park
130	✓	2	138	Walnut Hill
131				Webster, Daniel
132	✓	25	120	Weiss, Martin
133				Wheatley, Phyllis
134	✓	81	138	Williams, Sudie
135	✓	37	37	Winnetka
136				Withers, Harry C.
137	✓	85	113	Young, Whitney M.

	A	C	
1			Hillcrest Annex
2			Pinkston Annex
3			S.O.C. Annex
			TOTAL HIGH SCHOOLS
			TOTAL MIDDLE SCHOOL
79		8286	TOTAL ELEMENTARY
			TOTAL OTHERS
79		8286	GRAND TOTAL

The 7-8 Filmstrip Availability List required twenty-one pages to list the 599 available titles representing 2,023 prints from seven subject areas, samples of which are listed below.

Arts and Crafts

Af-107.1	Artists of Many Lands and Many Times Series - Michelangelo (c)
Af-107.2	Artists of Many Lands and Many Times Series - Raphael (c)
Af-107.3	Artists of Many Lands and Many Times Series - Leonardo da Vinci (c)

Home Making

Cf-119	Your Daily Bread (c)
Cf-121	Creative Cookery With Cereals (c)
Cf-123	Modern Meal Planning With Soups (c)

Language Arts

Df-107.1	American Authors Series - Louisa May Alcott (c)
Df-107.2	American Authors Series - Samuel Clemens (c)
Df-107.3	American Authors Series - Washington Irving (c)

Guidance

Bf-211.1	Family Living Series II - Marriage and Career (c)
Bf-211.2	Family Living Series II - You and the Other Generation(c)
Bf-213.1	Personality Development Series II - Facing Disappointments (c)

Mathematics

Ef-102.1	Modern Algebra Series - Exponents (c)
Ef-102.2	Modern Algebra Series - Signed Numbers (c)
Ef-102.3	Modern Algebra Series - Laws of Operation (c)

Science-Health

Hf-229.1	Animals With Backbones Series - What Is A Vertebrate?(c)
Hf-229.2	Animals With Backbones Series - Discovering Fishes (c)
Hf-229.3	Animals With Backbones Series - Discovering Amphibians (c)

Social Studies

If-104.1	Your Federal Government Series - Department of Agriculture (c)
If-104.2	Your Federal Government Series - Department of the Interior (c)
If-104.3	Your Federal Government Series - Our Congress (c)

The 9-12 Filmstrip Availability List required thirty-one pages to list the 971 available titles representing 2,647 prints from eight subject areas, samples of which are listed below.

Arts and Crafts

Af-101.1	Artists of Holland Series - Vincent Van Gogh (c)
Af-101.2	Artists of Holland Series - Rembrandt (c)
Af-103	Modern Art Series - Pierre A. Renoir (c)

Home Making

Cf-101	Come To A Party (c)
Cf-102	Right Room For You, The (c)
Cf-103.1	How To Know and Choose Series - How to Select Vegetables(c)

Language Arts

Df-237.1	News Writing Series - What Makes News? (c)
Df-237.2	News Writing Series - News Story Structure (c)
Df-237.3	News Writing Series - Writing the Lead (c)

Guidance

Bf-206.1	Teen Etiquette Series - At Home and in Public (c)
Bf-206.2	Tean Etiquette Series - At School (c)
Bf-206.3	Teen Etiquette Series - Clothes (c)

Mathematics

Ef-401.1	Graphs Series - Analytic Geometry
Ef-401.2	Graphs Series - Graph Uses
Ef-401.3	Graphs Series - Plotting Graphs

Science-Health

Hf-304	Chlorophyll - Capturing the Sun's Energy (c)
Hf-305.1	Reproduction, Genetics, Breeding Series - Breeding Tropical Fish (c)
Hf-305.2	Reproduction, Genetics, Breeding Series - The Fruit Fly - Key to Heredity (c)

Social Studies

If-102.1	Democracy: What You Should Know About It and Why Series - Why Study Democracy? (c)
If-102.2	Democracy: What You Should Know About It and Why Series - Democracy in America (c)
If-102.2	Democracy: What You Should Know About It and Why Series - Basic Ideas of a Democratic Society (c)

Vocational Education and Business Training

Kf-101.1	Account Series - What Is Accounting?
Kf-101.2	Account Series - Books of Original Entry
Kf-101.3	Account Series - Adjusting the Books, Part 1

Appendix W

7-8, and 9-12 Filmstrip Dissemination
Dallas Independent School District

A- Requisitions received
B- Requisition ranking for processing
C- Quantity of filmstrips disseminated

9-12

A	B	C		
K	9	136	1	Adams, Bryan
K	12	136	2	Adamson, W.H.
			3	Business Management
K	15	121	4	Carter, Davis W.
K	1	134	5	Arts Magnet
K	4	136	6	Health Professions
K	11	129	7	Hillcrest
K	8	137	8	Jefferson, Thomas
K	13	133	9	Kimball, Justin F.
K	14	118	10	Lincoln
K	10	84	11	Madison, James
			12	Metropolitan North
			13	Metropolitan Special
K	5	32	14	Metropolitan East
			15	Metropolitan South
			16	Metropolitan West
K	2	121	17	North Dallas
K	6	86	18	Pinkston, L.C.
K	16	127	19	Roosevelt, F.D.
K	10	118	20	Samuell, W.W.
K	17	113	21	Seagoville High
K	23	123	22	Skyline
K	21	101	23	South Oak Cliff
K	18	85	24	Spruce, H. Grady
K	14	104	25	Sunset
K	2	118	26	Transportation
K	20	126	27	White, W.T.
K	12	122	28	Wilson, Woodrow

7-8

K	15	154	1	Anderson, Pearl C.
			2	Atwell, William H.
K	3	104	3	Browne, T.W.
K	19	101	4	Cary, Edward H.
K	8	101	5	Crestock, E.B.
K	9	104	6	Ervin, J. H.
K	20	104	7	Florence, Fred F.
K	10	118	8	Gaston, W.H.
K	16	101	9	Greiner, W.E.
K	11	111	10	Hill, Robert T.
K	17	107	11	Holmes, Oliver W.
K	18	81	12	Hood, John B.
K	22	104	13	Huley, D.A.
	4	82	14	Long, J.L.
K	5	111	15	Marrh, Thomas C.
K	7	101	16	Munk, Thomas J.
			17	Sequoyah
			18	Spence, Alex W.
K	3	134	19	Stockard, L.V.
K	7	117	20	Stone, Harry
K	21	97	21	Storey, Boude
K	11	82	22	Walker, Ewell D.

		1	Adams, John Q.
		2	Adams, Nathan
		3	Alexander, Birdie
		4	Allen, Gabe P.
		5	Anderson, Wm H.
		6	Arcadia Park
		7	Arlington Park
		8	Bayles
		9	Blair, W.A.
		10	Blanton, Annie W.
		11	Bonham, James B.
		12	Bowie, James
		13	Brown, John Henry
		14	Bryan, John Neely
		15	Buckner Academy
		16	Buckner, H.C.
		17	Budd, Harrell
		18	Burleson, H.C.
		19	
		20	Burnet, David G.
		21	Buchanan, W.W.
		22	Caboll, Wm L.
		23	Caillet, F.P.
		24	Carpenter, John
		25	Carr, C.F.
		26	Carroll, Wm B.
		27	Carver, George
		28	Casa View
		29	Central
		30	City Park
		31	Cochran, Nancy
		32	Colonial
		33	Conner, G.S.
		34	Cowart, L.P.
		35	Crockett, David
		36	Dallas Co. Bo. Ho.
		37	Darrell, B.F.
		38	Davis, Jefferson
		39	Dealey, George
		40	DeGolyer, E.L.
		41	Donald, L.O.
		42	Dorsey, Julius
		43	Douglass, Fred
		44	Dunbar, Paul L.
		45	Earhart, Amelia
		46	Ervin, J.H.
		47	Fannin, James
		48	Field, Tom W.
		49	Foster, Stephen

		50	Frazier, Julie
		51	Gill, Charles A.
		52	Gooch, Tom C.
		53	Hall, Lenore K.
		54	Harllee, H. W.
		55	Harris, Fannie
		56	Hassell, T.C.
		57	Hawthorne, Nath.
		58	Henderson, H.D.
		59	Hexter, Victor
		60	Hogg, James S.
		61	Hoos, Lida
		62	Hotchkiss, L.L.
		63	Houston, Sam
		64	Ireland, John
		65	Jackson, Maynard
		66	Jackson, Stonew'l
		67	Johnston, A.S.
		68	Jones, Anson
		69	Juarez, Benito
		70	Kiest, Edwin J.
		71	Kleberg
		72	Knight, Obadiah
		73	Kramer, Arthur
		74	Lagow, Richard
		75	Lakewood
		76	Lanier, Sidney
		77	Lee, Robert E.
		78	Lee, Umphrey
		79	Lipscomb, Wm.
		80	Lisbon
		81	Longfellow, H.W.
		82	Macon, B. H.
		83	Maple Lawn
		84	Marcus, Herbert
		85	Marsalis, Thomas
		86	Marshall, T.D.
		87	Milam, Ben
		88	Miller, Wm B.
		89	Mills, Roger Q.
		90	Moseley, Nancy
		91	Mount Auburn
		92	Navarro, Jose
		93	Oliver, Clara
		94	Peabody, George
		95	Peace, E. H.
		96	Fowler, John F.
		97	Perching, John
		98	Polk, K. B.

		99	Preston Hollow
		100	Ray, J. W.
		101	Reagan, John H.
		102	Reilly, Martha T.
		103	Reinhardt
		104	Rhoads, Joseph J.
		105	Rice, Charles
		106	Roberts, Oran M.
		107	Rogers, Dan D.
		108	Rosemont
		109	Rowe, Edna
		110	Runyon, John
		111	Russell, C.F.
		112	Rylie
		113	Sanger, Alex
		114	San Jacinto
		115	Seagoville Elem.
		116	Seguin, Erasmo
		117	Silberstein, A.
		118	Simmons, L.A.
		119	Stevens Park
		120	Terry, T.C.
		121	Thompson, H.S.
		122	Thornton, R.L.
		123	Titche, Edward
		124	Travis, Wm B.
		125	Truett, George
		126	Turner, Adelle
		127	Twain, Mark
		128	Tyler, Priscilla
		129	Urban Park
		130	Walnut Hill
		131	Webster, Daniel
		132	Weiss, Martin
		133	Wheatley, Phyllis
		134	Williams, Sudie
		135	Winnetka
		136	Withers, Harry C.
		137	Young, Whitney M.

		1 Hillcrest Annex
		2 Pinkston Annex
		3 S.O.C. Annex

A	C	
23	2647	TOTAL HIGH SCHOOLS
19	2023	TOTAL MIDDLE SCHOOL
		TOTAL ELEMENTARY
		TOTAL OTHERS
	4,670	GRAND TOTAL